

6 month reporting date 11/10/04
12 month reporting date 5/10/05
Closed 5/20/05

Freeman School District Improvement Plan/Progress Report Form

Principle 1: General Supervision				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) The district does not have documentation to verify that services were being provided to one student listed on the district's 2002 child count.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The school district's child count will reflect accurate information.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) All students reported on child count will have an IEP in effect on December 1 st of the reporting year.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met

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<p>1. What will the district do to improve? When IEPs are written or changes made staff will be responsible for passing the updating IEP cover sheet to the building principal. The front pages of the IEPs will be used to verify the child count list each year before signing off.</p> <p>What data will be given to SEP to verify this objective? This process will be implemented for the 2004 child count. The district will provide SEP a verification statement of staff inservice and the on going process.</p>	<p>January 2005, and on going there after</p>	<p>SPED Instructional Staff, Principals</p>	<p>Met 11/04</p>	
<p>Please explain the data (6 month) On October 5, 2004, all staff were directed to verify the child count by November 1, 2004. Front pages of the IEP were given to the building principal to reflect this process.</p>				

Principle 3: Appropriate Evaluation

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

In a review of a recent reevaluation conducted for an eligible secondary student, the monitoring team found that transition assessment was not completed. There were no assessments conducted and/or used to assist with determining the student's interest area(s) and needs to make a successful transition to post-school/adult life. The secondary special education teachers indicated to the monitoring team that assistance would be helpful in the transition area.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will ensure that transition evaluations are conducted when appropriate for students.

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Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

Transition evaluations will be conducted for all students in need of transition services.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
<p>1. What will the district do to improve? Special education staff has received in-service training from the district state regional transition representative in April 2004. When conducting an initial or reevaluation for a student the IEP team will determine if transition skills need to be assessed.</p> <p>What data will be given to SEP to verify this objective? The district will report the number of students who are of transition age who have had an initial or reevaluation and report the number of files that had a transition evaluation completed.</p>	Jan. 2005, and ongoing there after	SPED Instructional Staff, Principals	Met 11/04	
<p>Please explain the data (6 month) One out of one students (100%) have had transition evaluations completed.</p>				

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Principle 3: Appropriate Evaluation

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

As part of an initial evaluation or reevaluation, the individual education program team and other individuals with knowledge and skills necessary to interpret evaluation data, determine what evaluation data is needed to support eligibility and the child's special education needs. In all student files reviewed, with the exception of speech/language and early childhood focused files, the monitoring team found that students were given a Behavior Assessment for Children (BASC). Interviews with special education teachers indicated the Cornbelt Cooperative has directed district to complete a behavior assessment on all students suspected of a disability in which a psychological evaluation is requested.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will consider the child's individual needs when making the determination of needed evaluation data.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

When making the determination of needed evaluation data children's individual needs will be considered.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met

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<p>1. What will the district do to improve? For each initial evaluation or re-evaluation, the referral team will review existing data on the child, including previous evaluations, parent information, classroom performance and curriculum-based assessments, and observations by teachers and related service providers, as the team determines which evaluations are appropriate for the child.</p> <p>The Behavioral Assessment for children (BASC) will only be administered on an individual needs basis. The Cooperative will develop a new Prior Notice form revising the permission to evaluate section, to verify that (BASC) are only administered on an individual basis.</p> <p>What data will be given to SEP to verify this objective? The SPED staff will review files (referral, prior notice, etc.), report the number of files checked and state the percentage, which indicated it was a team decision as to the areas evaluated. Also, the district will submit to the SEP the revised Prior Notice form.</p>	<p>Jan. 2005, and on going there after</p>	<p>SPED Instructional Staff, Principals</p>	<p>Met 11/04</p>	
<p>Please explain the data (6 month) 4 out of 4 with 100% of files reviewed indicated a team decision as to the areas needing evaluation.</p>				

<p>Principle 5: Individualized Education Plan</p>
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Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

In 13 of the 14 student files reviewed by the monitoring team, present levels of performance were not linked to functional evaluation and did not contain skill-based strengths, needs or how the disability affects the child's involvement and progress in the general curriculum. In addition, 4 of the 13 present levels of performance reviewed did not include parental input. The present levels of performance stated skills that were not linked back to the functional assessment.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will ensure that student's present levels of performance are linked to evaluation, to include skill area(s) to be addressed, strengths, needs, how the disability affects the child's involvement and progress in the general curriculum and parent input.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

Present levels of performance for all students will be linked to evaluation, to include skill area(s) to be addressed, strengths, needs, how the disability affects the child's involvement/progress in the general curriculum and parent input.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

6 month progress
Record date objective is met

12 month progress
Record date objective is met

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<p>1. What will the district do to improve? When writing present levels of performance, the student's strengths, needs and involvement in the general curriculum will be written for every skill area affected by the disability including transition. This information will be developed from the functional assessment</p> <p>What data will be given to SEP to verify this objective? 50% of the initial evaluations and reevaluations' occurring during the 6-month progress period will be reviewed.</p> <p>The total number of files reviewed, the number that are linked to the functional assessment and the number of annual goals that are skill based/measurable will be reported to SEP.</p>	<p>Jan 2005, and ongoing There after</p>	<p>SPED Instructional Staff, Principals</p>	<p>Met 11/04</p>	
<p>Please explain the data (6 month) 7 out of 7 files were reviewed with 100% accuracy showing that the functional assessment and number of annual goals are skill based and measurable.</p>				

Principle 5: Individualized Education Plan

<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>In one student file that required transitional services to be addressed this school year, the team had met and written an updated IEP. However, no transitional information was provided in the present levels of performance. In addition, a transition plan was not written to address the five transition areas on the IEP form. It did not address who would be responsible to carry out the activities/goals nor were dates given as to when activities would be initiated or completed. A page attached to the IEP was noted as the student's transition plan. The information was an outline of what the student would need to complete at each grade 9-12.</p>				
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The district will ensure that each student's IEP addresses transition services, which will include for students sixteen or earlier if appropriate, a transition present levels of performance, the five transition areas on the IEP form, who will be responsible to carry out the activities/goals and dates as to when activities will be initiated and completed.</p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>Student's IEPs will include transition for students sixteen or earlier if appropriate, including transition present levels of performance, the five transition areas on the IEP form, who will be responsible to carry out the activities/goals and dates as to when activities will be initiated and completed.</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>

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<p>1. What will the district do to improve? SPED staff has received in-service training from the district state regional transition representative in April 2004.</p> <p>What data will be given to SEP to verify this objective? The district will report to SEP the date of the inservice and who participated.</p>	May 2004	SPED Instructional Staff, Principals	Met 11/04	
<p>Please explain the data (6 month) Angie Haarsager also attended the Transition in Action Summer Institute that was held at USD from June 5 – 11, 2004. The information that Angie gained from this class was how to complete various transition assessments, how to write goals and objectives based on the students strengths and weaknesses, how to write a correct Transition Plan, Post-School Outcomes and Activities, teaching self-advocacy to students, and when to invite adult service providers and other outside agencies.</p>				

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met

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<p>2. What will the district do to improve? Individualized transition plans will be written for all students on an IEP by age sixteen or earlier if appropriate, which will include life-planning outcomes, course of study with specific electives, present levels of performance linked to evaluation, five services/activities, goals if needed and who will be responsible to carry out the activities/goals also dates as to when activities will be initiated and completed.</p> <p>What data will be given to SEP to verify this objective? The district will review all IEPs developed from initial or reevaluations occurring during the 6-month reporting period for student's of transition age to ensure that the transition is addressed as stated above. The district will report the number of files reviewed and the number, which reflect all transition issues.</p>	<p>Jan. 2005 and Ongoing there after</p>	<p>SPED Instructional Staff, Principals</p>	<p>Met 11/04</p>	
<p>Please explain the data (6 month) 2 out of 2 students with 100% accuracy of files reviewed reflected transition issues.</p>				

Principle 5: Individualized Education Plan

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

In a student file review, the team identified a student was informed of the transfer within a shorter timeframe. The student turned 18 on 1-04-04, and was informed of this transfer of rights on 10-16-03.

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<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The district will ensure that student(s) and his/her parents will be informed of the transfer of parental rights one year prior to the student turning 18.</p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>One year prior to the student turning 18 all IEPs will state that the student(s) and his/her parents have been informed of the transfer of parental rights</p>				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
<p>1. What will the district do to improve? By May 30th of each year, the special education teacher will identify all students on IEPs that are 16 years old. This list will be given to the building principal as a reminder to address the transfer of parental rights during that student's next IEP meeting.</p> <p>What data will be given to SEP to verify this objective? The district will submit the May 2004 number of students on IEPs that are 16 and the number of meetings held during the following school year where transfer of parental rights was addressed prior to their 17th birthday.</p>	May 2004 Jan. 2005, and On going there after	SPED Instructional Staff, Principals	Met 11/04	

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Please explain the data (6 month)

One out of one students with 100% accuracy of meetings were held with the transfer of parental rights was addressed prior to age 17. See attached form.

Principle 5: Individualized Education Plan

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

The monitoring team noted one student file, does not have the required documentation for graduation completed one year prior to the student's May, 2004 graduation from a secondary program. A plan of what all students in the district are required to complete prior to graduation was attached to this student's (10-16-03) IEP.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will ensure that the IEP team addresses graduation requirements one year prior to the student's graduation.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.

One year prior to all students' graduation date, requirements to graduate will be addressed on the IEP.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

6 month progress
Record date objective is met

12 month progress
Record date objective is met

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<p>1. What will the district do to improve? By May 30th of each year, the special education teacher will identify all students who are planning to graduate within two years. This list will be given to the build principal as a district reminder to address graduation at that student's next IEP meeting.</p> <p>What data will be given to SEP to verify this objective? The district will submit the May 2004 number of students on IEPs that will graduate within two years and the number of meetings held during the following school year where graduation was address one year prior to the student's graduation date.</p>	<p>May 2004 Jan 2005, and on going there after</p>	<p>SPED Instructional Staff, Principals</p>	<p>Met 11/04</p>	
<p>Please explain the data (6 month) One out of one files reviewed indicated 100% accuracy of graduation requirements addressed one year prior to graduation. See attached form.</p>				

Principle 5: Individualized Education Plan

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

In two student files reviewed by the monitoring team, emotional/behavioral issues are referenced throughout the evaluation and IEP as significant concerns. Counselor(s) were in attendance at both IEP meetings. In one student file, the IEP has a behavior goal and objectives. Interview with staff indicated that both students are receiving counseling services, either from the school counselor or an outside agency. However, counseling was not documented as a related service in either student file.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

When developing a student's IEP the district will ensure the team addresses the need for related services.

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Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

Related services will be addressed for all students on IEPs.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
<p>1. What will the district do to improve? When a students evaluation/report identifies behavior concerns, which impacts their education performance a present level of performance will be written and the IEP team will determine whether or not related services are required in order to implement the special education program being recommended.</p> <p>What data will be given to SEP to verify this objective? The district will submit to SEP the total number of students who have initial or reevaluated within the 6 month reporting period who have behavior concerns addressed in their evaluation/report and report to the SEP the number of students that are determined to need counseling as a related service.</p>	<p>Jan 2005, and on going there after</p>	<p>SPED Instructional Staff, Principals</p>	<p>On going report any initial or re-evaluations with counseling at 12 month reporting period</p>	<p>Met 5/20/05</p>
<p>Please explain the data (6 month) No initial or re-evaluations with counseling as a related service at this time frame.</p>				
<p>Please explain the data (12 month) No initial or re-evaluations with counseling as a related service at this time frame. Related services will be addressed for all students on IEPs.</p>				

Principle 5: Individualized Education Plan				
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>Counseling was addressed as a related service in one student's file, but PLOP, goal or objectives were not written to address this concern in the child's IEP.</p>				
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>Based on the teams decision that special education services & related services are needed the district will ensure that present level of performances (PLOP), goals and objectives address the related services</p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>Students receiving related services will have PLOP, goal(s) and objectives written in their IEP as appropriate.</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>

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<p>1. What will the district do to improve? When following the IEP process, the IEP team will determine related services. If counseling services are needed, it will be reflected back to the PLOP, goal(s) and objectives and the person(s) responsible to carry them out.</p> <p>What data will be given to SEP to verify this objective? The district will report to SEP the total number of students on IEPs that have counseling as a related service, and the percentage of them that show that related service is a reflection of a PLOP, which has goal(s) and objectives and the person or persons responsible to carry it out.</p>	<p>Jan 2005, and on going there after</p>	<p>SPED Instructional Staff, Principals</p>	<p>Met 11-04</p>	
<p>Please explain the data (6 month) 4 out of 4 students with 100% accuracy have counseling services reflected back to the PLOP.</p>				